The image features a minimalist design with several overlapping circles in various shades of light blue. A thin, vertical blue line runs down the right side of the page. On the left side, the text "Peace and Conflict" is written in a bold, italicized, black font. Below the text, a thin horizontal blue line extends from the left edge towards the vertical line.

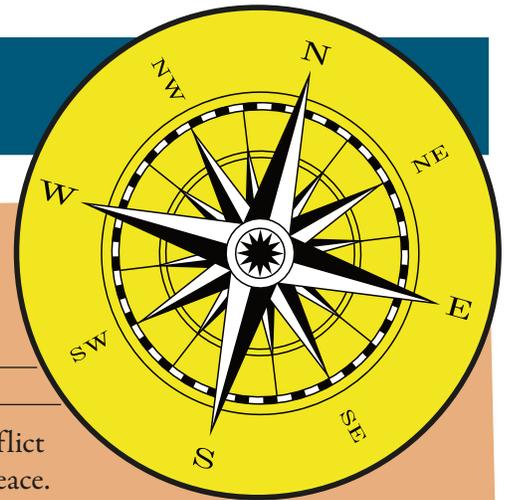
***Peace and Conflict***



## Introduction

Over 80 percent of all humanitarian crises are the result of conflict. Conflict is an intrinsic and inevitable aspect of social change, but how we deal with this conflict determines the impacts and outcomes of change. Understanding how conflict can be managed, utilized, and transformed can help promote more peaceful resolutions and responses. But what is peace and how is it accomplished?

As peace is a hypothetical construct, it is often easiest to define what peace is not—that is, conflict. Conflict is, from the Latin, “to clash or engage in a fight,” and occurs when two or more individuals or groups pursue mutually incompatible goals. In fact, peace and conflict can take different forms, occurring on a number of levels with a wide variety of causes and outcomes. Peace and conflict occur in various contexts, from the personal, family, school, and community levels to the international level. Peace and conflict studies often involve an exploration of the interconnections among such issues as poverty, violence and non-violence, individual and overall security, hunger, discrimination, human rights, war and justice, freedom, and the human community. The interdisciplinary nature of peace and conflict studies means that teachers have lots of options in deciding what to teach and many opportunities to link their lessons with other topics or areas of inquiry.



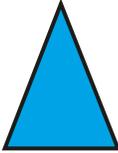
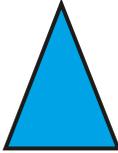
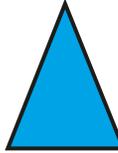
## Exploring the Issues

### 1. Understanding Concepts of Peace and Conflict

Johan Galtung, one of the founders in the field of peace and conflict studies, proposed interrelated models of conflict, violence, and peace. Conflict is viewed as a dynamic process in which structure, attitudes, and behaviour are constantly changing and influencing one another. Direct violence is ended by changing conflict behaviour, structural violence is ended by removing structural contradictions and injustices, and cultural violence is ended by changing attitudes. These relate in turn to broader strategies of *peacekeeping*, *peace building*, and *peacemaking*.

Galtung defined *negative peace* as the absence of direct violence and *positive peace* as the absence of all three forms of violence (direct, structural, and cultural).

**Galtung's Models of Conflict, Violence, and Peace**

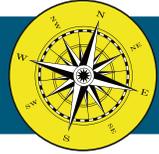
Conflict	Violence	Peace
Contradiction	Structural violence	Peacebuilding
		
Attitude      Behaviour	Cultural violence      Direct violence	Peacemaking      Peacekeeping

### 2. Preventing, Managing, and Resolving Conflict

It is important to remember that conflict is an inherent part of the human condition but that violent conflict can be prevented. There are a number of definitions and types of violence from the interpersonal to the global level (e.g., family violence, youth and gang violence, violence in the workplace, hate crimes, and war). Understanding the nature of violence may include discussion of social oppression, discrimination, and marginalization. Managing and resolving or transforming conflict can prevent the occurrence of violence.

There are many aspects to conflict escalation and de-escalation. Lessons may include the following:

- Stages of conflict (e.g., difference to reconciliation)
- Strategic responses and skills and processes used in response (e.g., problem solving, preventative peacekeeping, decentralization of power, etc.)



- Approaches to conflict (e.g., withdrawal, compromise, yielding, etc.)
- The differences among positions, interests, and needs (interests are often easier to resolve than positions)
- Third-party intervention (coercive versus non-coercive forms)
- Different forms of power
- Symmetrical versus asymmetrical conflicts (see Glossary section)
- Non-violent forms of resistance
- Contemporary and Indigenous systems for resolving conflict and peace building

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### 3. Branches of Peace and Conflict Studies

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Teachers may wish to focus in on one of the many branches of peace and conflict studies. Some of these include the following:

- Culture, peace, and conflict (e.g., the impact of cultural norms and world views on approaches to conflict management, ways in which cultural difference can become a source of conflict as well as a resource for peacemaking, for culturally sensitive approaches to conflict-resolution training and social change, and for localizing peace, etc.)
- Ethics of conflict resolution (e.g., ethics of conflict intervention)
- Gender, peace building, and conflict (e.g., the impact of conflict on women and children, the role of women in peace building, UN Resolution 1325, etc.)
- International peace and conflict (e.g., causes of conflict and approaches for peace)
- Media, peace, and conflict
- Peace education (e.g., how to promote peace in the classroom, how educators can serve as role models, etc.)



### Essential Questions

Inquiry questions related to peace and conflict issues may include the following:

- What elements should be present/absent in order for peace to occur?
- Are there different kinds of peace? Can you describe them?
- What effect does inner peace have on external circumstances?
- How does peace relate to conflict?
- Is conflict always negative? Can you think of an instance where conflict might be positive?
- What is the media's role in promoting war?
- Aside from the individuals/groups in conflict, who else is affected by conflict (e.g., innocent civilians in national armed conflicts, children in parental conflicts, etc.)? How are they affected (e.g., emotionally, physically, intellectually, etc.)?
- How do people of different ages or gender experience and/or deal with conflict differently?
- Should conflict resolution be different in different cultures?
- What are the current conflicts in your school? ...community? ...country? ...other countries? What are some ways these could be resolved/transformed?
- What are sustainable forms of peace? How can they be achieved? Who needs to be involved?
- It is estimated that 22 of the 34 countries furthest away from achieving the United Nation's Millennium Development Goals are affected by current or recent conflicts (United Nations Development Programme). Of the 20 poorest countries, 16 have recently experienced civil war, resulting in severe hunger and poverty. Why do you think this is? How does development relate to conflict? How does this help us understand current conflicts? What might this suggest about peace?
- Youth have an important role to play in peace and conflict. In contemporary armed conflicts, youth are often on the frontlines of combat and, after peace accords are signed, they are both potential threats to peace and significant peace-building resources (Carey, 2007). Why do youth have such an impact on peace and conflict? What do you see as youth's role in conflict and peace?

# DYK?

## Did You Know?

"90 percent of modern war casualties are civilians—primarily women and children."

– Save the Children (CTP)

"Armed conflict has declined by more than 40 percent since 1992."

– Washington Post (CTP)

"Conflicts have produced 31 million refugees and other displaced persons, most of them women and children."

– Rotary International (CTP)

"War has killed 2 million children in the last 20 years."

– Peace Pledge Union (CTP)

"In the last 5,600 years, there have been only 292 years of peace."

– Peace Pledge Union (CTP)

"By the age of 16, the average American child has witnessed 18,000 murders on television."

– New Internationalist (CTP)

"On average, more Americans die each year from lightning strikes than die as a result of a terrorist attack."

– Harper's Magazine (CTP)

"The first bomb that the Allies dropped on Berlin during the Second World War killed the only elephant at the Berlin Zoo."

– Amazing Facts.com (CTP)

"There are 92 known cases of nuclear bombs lost at sea."

– Did You Know? (CTP)

"Since 1495, there has never been a 25-year period of time without war erupting somewhere in the world."

– Bluworld

"The longest war was called the Hundred Years War, where Britain and France battled for 116 years, ending in 1453. Britain introduced direct taxation on the income of its citizens because of the high military expense."

– Bluworld

"The shortest war took place in 1896, when Zanzibar surrendered to Britain after 38 minutes."

– Bluworld

"With the combined casualties of the First and Second World Wars, the Vietnam War, and the Korean War, as well as an increase of civil and region conflicts, the 20th century was the bloodiest century in history."

– Bluworld

“In today’s armed conflicts, more than 90 percent of deaths are civilians and half of them are children. Less than 10 percent of casualties from armed conflicts are soldiers.”

– Bluworld

“1994, the Rwanda genocide killed over half a million people, including about three-quarters of the Tutsi population. The UN Security Council assisted the International Criminal Tribunal for Rwanda, which charged at least 10,000 people with human rights violations and crimes against humanity.”

– Bluworld

“In 1994, the World Health Organization declared violence as the ‘leading worldwide public health problem.’”

– Bluworld

“Not only is global military spending 170 times greater than global spending on education, but the lowest literacy rates and access to education are in areas of continued war and conflict.”

– Bluworld

“Ninety percent of human death due to conflict is caused by small arms like handguns, sub-machine guns, landmines, and grenades.”

– Bluworld

“Some 639 million guns make up the global stockpile of small arms—60 percent of them belong to civilians. Estimates of the black market trade of small arms reach up to \$10 billion a year.”

– Bluworld

“Violent conflict has also caused some of the world’s worst environmental disasters. For example, the United States sprayed 77 million litres of toxic Agent Orange in Vietnam, and 36 tonnes of depleted uranium from armour-piercing bullets was left behind in Kuwait and Iraq after the Gulf War.”

– Bluworld

“Landmines still cover large areas of at least 90 of the world’s countries. About 25,000 people are injured or killed by landmines each year, primarily in Iraq, Afghanistan, Cambodia, Angola, and Africa. Africa alone has between 18–30 million landmines. Not only do these landmines endanger human life, but they also make land unusable in countries that already lack resources.”

– Bluworld

“The UN has been the most successful peace-preserving and mediation institution, even though its budget is only a small fraction (approximately 1.8 percent) of global military spending.”

– Bluworld

“Though over 300 international conflicts broke out between 1945 and 2000, there were also 3,750 cases of mediation within those same years. Institutional mediation resolved 255 worldwide conflicts from 1945 to 1974.”

– Bluworld

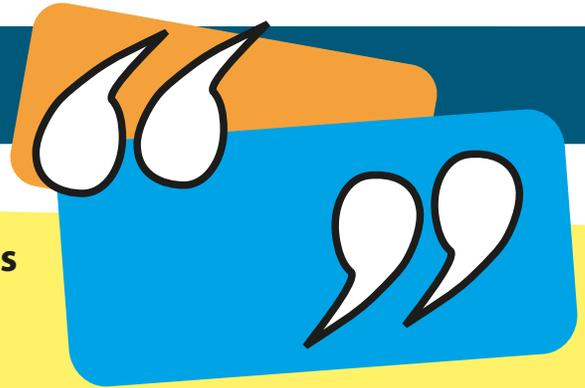
“Civil wars in El Salvador, Mozambique, Namibia, Nicaragua, and South Africa were all brought to an end through civil negotiation and formal mediation.”

– Bluworld

## Effective Examples of Non-violence in History:

- The British gave up their occupation of India after a decades-long non-violent struggle led by Gandhi.
- The Nazis were resisted effectively by Danes and other occupied peoples of Europe in the Second World War.
- African-Americans opted for non-violent action to defeat segregation in the United States in the 1960s.
- The Polish Solidarity movement used strikes to win the right to organize freely, a historic first in communist Poland.
- Filipinos and Chileans brought down dictators in the 1980s through non-violent action.
- The non-violent civic movement in South Africa employed boycotts and other sanctions to weaken the Apartheid regime to the point of forcing negotiations on the country's political future.
- East Europeans and Mongolians organized mass non-violent campaigns to topple their communist governments.
- The Serbs ousted Slobodan Milosevic in 2000 after a non-violent student movement helped co-opt the police and military and undermine his base of support.

People who work in the field of peace and conflict have careers in education, journalism, courts, government, foreign services, international development, non-governmental organizations, and corporations that invest overseas.



### Thought-Provoking Quotations

“Non-violence is not inaction. It is not discussion. It is not for the timid or weak... Non-violence is hard work. It is the willingness to sacrifice. It is the patience to win.”

– Cesar Chavez

“Unless we teach children peace, someone else will teach them violence.”

– Colman McCarthy

“Peace, in the sense of the absence of war, is of little value to someone who is dying of hunger or cold. It will not remove the pain of torture inflicted on a prisoner of conscience. It does not comfort those who have lost their loved ones in floods caused by senseless deforestation in a neighbouring country. Peace can only last where human rights are respected, where people are fed, and where individuals and nations are free.”

– 14th Dalai Lama (1995)

“Each person has inside a basic decency and goodness. If he listens to it and acts on it, he is giving a great deal of what it is the world needs most. It is not complicated but it takes courage. It takes courage for a person to listen to his own goodness and act on it.”

– Pablo Casals

“United we stand, divided we fall.”

– Aesop

“Toleration is good for all, or it is good for none.”

– Edmund Burke

“If we could change ourselves, the tendencies in the world would also change.”

– Mohandas Gandhi



“The purpose of all war is peace.”

– St. Augustine

“In the practice of tolerance, one’s enemy is the best teacher.”

– 14th Dalai Lama (2006)

“A human being is a part of the whole that we call the universe, a part limited in time and space. He experiences himself, his thoughts and feelings, as something separated from the rest—a kind of optical illusion of his consciousness. This illusion is a prison for us, restricting us to our personal desires and to affection for only the few people nearest us. Our task must be to free ourselves from this prison by widening our circle of compassion to embrace all living beings and all of nature.”

– Albert Einstein

“War is no solution to a problem. It’s useless. Why make things that destroy humanity?”

– Charles Mance

“We may have all come on different ships, but we’re in the same boat now.”

– Martin Luther King, Jr.

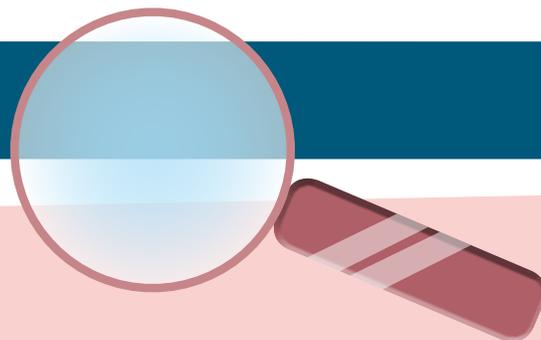
“What you do not want others to do to you, do not do to others.”

– Confucius (Tu, et al.)



## Making a Difference

Name	How they make a difference
<b>Cesar Chavez</b>	Cesar Chavez, a Mexican-American, became the best known Latino American civil rights activist. He is known for his non-violent tactics, which made the farm workers' struggle a moral cause with wide support.
<b>David McTaggart</b>	David McTaggart (Canadian), an environmentalist who played a central part in the foundation of Greenpeace International, protested the testing of nuclear weapons by the French Government and led a campaign to create the Southern Ocean Whale Sanctuary.
<b>Dr. Martin Luther King Jr</b>	Dr. Martin Luther King Jr., leader of the African-American civil rights movement, was particularly famous for his "I Have a Dream" speech. King was awarded the Nobel Peace Prize in 1964 for combating racial inequality through non-violence.
<b>Gene Sharp</b>	Gene Sharp, known for his extensive writings on non-violent struggle, influenced numerous anti-government resistance movements around the world. Gene Sharp was nominated for the Nobel Peace Prize in 2015 and was previously nominated three times in 2009, 2012, and 2013.
<b>Henry Dunant</b>	Henry Dunant, a 19th-century Swiss businessman, proposed that volunteer relief groups be granted protection during war in order to care for the wounded. This was in response to witnessing the aftermath of a bloody battle between French and Austrian armies in Solferino, Italy, in which thousands of wounded men were left to die on the battlefield. Based on Dunant's suggestions, the International Committee of the Red Cross formed in Geneva, and began the development of the Geneva Conventions, providing protection for people in times of conflict.
<b>Johan Galtung</b>	Johan Galtung, a Norwegian sociologist, mathematician, and the principal founder of the discipline of peace and conflict studies, developed several influential theories, such as the distinction between positive and negative peace, structural violence, theories on conflict and conflict resolution, and the concept of peace building.
<b>Malala Yousafzai</b>	Malala Yousafzai, a Pakistani advocate for female education, was shot in the head for attending school. She is now the youngest recipient of the Nobel Peace Prize (at age 17) and was named one of "The 100 Most Influential People in the World" in 2013 by <i>Time Magazine</i> .
<b>Mohandas Karamchand Gandhi</b>	Mohandas Karamchand Gandhi led India to independence by employing non-violent civil disobedience tactics. Gandhi inspired movements for civil rights and freedom across the world. The title "Mahatma" Gandhi, is Sanskrit for "high-souled" or "venerable" and was first applied to him in 1914 in South Africa.



## Glossary

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**Armed conflict:**

“Conflicts where parties on both sides resort to the use of force. (Ramsbotham et al., p. 28)

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**Asymmetric conflict:**

“When conflict arises between dissimilar parties, such as between a majority and a minority, an established government and a group of rebels, a master and his servant, or an employer and her employees. These conflicts lie not in particular issues or interests but in the very structure of who they are and the relationship between them.” (Ramsbotham et al., p. 24)

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**Conflict:**

“The pursuit of incompatible goals by different groups.” (Ramsbotham et al., p. 27)

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**Conflict resolution:**

Where the deep-rooted source of conflict are addressed and transformed. The term is used to refer both to the process (or intention) to bring about changes and to the completion of the process. The aim of conflict resolution is not the elimination of conflict but rather to transform actually or potentially violent conflict into peaceful (non-violent) processes of social and political change. (Ramsbotham et al., p. 29)

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**Mediation:**

A voluntary process, involving the intervention of a third party.

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**Negative peace:**

“The absence of violence.” (Knox)

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**Negotiation:**

“The process whereby the parties within the conflict seek to settle or resolve their differences.” (Ramsbotham et al., p. 29)

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**Peace building:**

An underpinning of the work of peacemaking and peacekeeping that is accomplished by addressing structural issues and the long-term relationships between conflictants.

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**Peacekeeping:**

Refers to the interposition of international armed forces to separate the armed forces of belligerents. (Ramsbotham et al., p. 32)

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**Peacemaking:**

“The sense of moving towards settlement of armed conflict, where parties in conflict are induced to reach agreement voluntarily.” (Ramsbotham et al., p. 32)

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**Positive peace:**

“The presence of social justice and equality, and the absence of structural or indirect violence;” not only the absence of war but also absence of the instruments and the institutions of war. (Knox)



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**Reconciliation:**

“A longer term process of overcoming hostility and mistrust between divided peoples.” (Ramsbotham et al., p. 32)

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**Restorative justice:**

Restorative justice involves active participation to work towards a peaceful resolution by those involved in a dispute or those responsible for or affected by a crime.

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**Symmetrical conflict:**

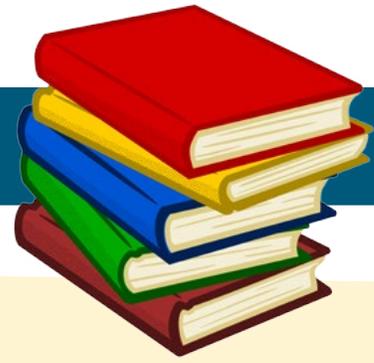
“Conflicts of interest between relatively similar parties such as a brother and sister, an employee and another employee, or two established governments.” (Ramsbotham et al., p. 24)

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**Violent or deadly conflict:**

“Similar to armed conflict but also includes one-sided, direct, physical violence such as genocides against unarmed civilians.” (Ramsbotham et al., p. 31)

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## Resources

### Books

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More resources can be found at <http://mediationserviceswpg.ca/resources/>

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